DOCUMENT RESUME

ED 180 526 JC 790 664

AUTHOR Feldman, Marvin
TITLE What Is Job Creation? Why Is It Important to Vocational Education?
PUB DATE 1 Nov 79
NOTE 47p.: Paper presented at the Jobs Creation Conference (Somerset, NJ, November 1, 1979)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Economic Climate: *Educational Needs: *Educational Philosophy: Educational Responsibility: Humanistic Education: Job Market: *Liberal Arts: Manpower Needs: Postsecondary Education: *Quality of Life: *Vocational Education

ABSTRACT

Providing effective linkages between education and work has become one of the most important issues on the national agenda today. However, the lack of a national policy on vocational education has meant that the responsibilities of the vocational education establishment in this direction have never been clearly defined and that the present vocational effort is working at a fraction of its potential capacity. A national policy on vocational education should reflect immediate needs to: re-examine public policy to find out how the formation of small businesses is being discouraged and propose reforms: enlarge the conception of manpower policy to include and emphasize suitable incentives for self-employment: encourage business to accelerate its search for ways to re-define employment in more entrepreneurial terms; and modify educational programs to prepare people for entrepreneurially defined work by nourishing imagination, autonomy, resourcefulness, and the capacity for self-supervision. Additionally, vocational educators should begin to assume leadership in promoting irrelevant education, that is, liberal arts education, and the systematic national re-examination of the role of liberal arts in the lives of working people. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180526

MARVIN FELDMAN
JOBS CREATION CONFERENCE
RUTGERS UNIVERSITY
SOMERSET, NEW JERSEY
NOVEMBER 1, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marvin Feldman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGAN ZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

WHAT IS JOB CREATION?
WHY IS IT IMPORTANT TO VOCATIONAL EDUCATION?

THANKS FOR THAT VERY GENEROUS INTRODUCTION.

I UNDERSTAND THE OTHER DAY, THE SPEAKER OF THE HOUSE INTRODUCED THE VICE PRESIDENT SO COOLY THAT HE SAID, "TIP, OF ALL THE INTRODUCTIONS I'VE HAD AS VICE PRESIDENT OF THE UNITED STATES, THAT IS CERTAINLY THE MOST RECENT."

BUT I FEEL VERY MUCH AT HOME HERE, VERY WELCOME, VERY MUCH A MEMBER OF THE FAMILY.

JC 790 664

I'VE BEEN A PARTISAN OF VOCATIONAL EDUCATION FOR OVER TWENTY YEARS.

AT THE FORD FOUNDATION IN THE EARLY SIXTIES, I WAS PRESENT AT THE CREATION OF THE VOCATIONAL AMENDMENTS OF 1963.

WE WORKED ON THE EARLY LEGISLATION IN THE DAYS WHEN VOCATIONAL EDUCATION WAS A BEWILDERING MAZE OF PROGRAMS THAT HAD TO BE SORTED OUT AND RATIONALIZED BEFORE ANY KIND OF PUBLIC POLICY TOWARD IT COULD BE SHAPED.

BUT I DON'T NEED TO LECTURE THIS GROUP ON THE HISTORY OF VOCATIONAL EDUCATION.

YOU'VE ALL EARNED AT LEAST A C+ IN THAT COURSE OR YOU WOULDN'T BE HERE.

INSTEAD, I'M GOING TO TALK TO YOU ABOUT THE LONGER RANGE FUTURE OF VOCATIONAL EDUCATION.

I KNOW THE ECONOMIC PRESENT IS NOT MUCH FUN TO TALK ABOUT.

JOEY ADAMS SAID THE OTHER DAY THAT HE KNEW THINGS WERE TOUGH WHEN HE SAW A SUPERMARKET WITH A RECOVERY ROOM.

SO I'M GOING TO TALK A LITTLE ABOUT THE FUTURE AND WHAT IT MAY HOLD FOR US.

THAT, AS YOU KNOW, CAN BE HAZARDOUS BUSINESS BECAUSE, AS SOMEONE SAID, WE HAVE NO FACTS ABOUT THE FUTURE--AND NEVER WILL.

ECONOMIC FORECASTERS ARE LATELY IN PARTICULAR DISREPUTE.

THE PRESIDENT SAID A YEAR OR SO AGO HE KNOWS A GEORGIA FORTUNE TELLER WHO IS A BETTER FORECASTER THAN THE WHITE HOUSE ECONOMISTS.

AND RECENT HISTORY IS LITTERED WITH THE SHATTERED EGOS OF SEERS WHOSE CONFIDENT VISIONS OF THE FUTURE TURNED OUT TO BE MAGNIFICENTLY WRONG.

FOR EXAMPLE, LORD RUTHERFORD, WHO IS USUALLY CALLED THE FATHER OF THE NUCLEAR AGE, SAID IN 1933, "THE ENERGY PRODUCED BY THE BREAKING DOWN OF THE ATOM IS A POOR KIND OF THING, ANYONE WHO EXPECTS A SOURCE OF POWER FROM THE TRANSFORMATION OF THESE ATOMS IS TALKING MOONSHINE."

WHEN, DURING WORLD WAR II, OUR MANHATTAN PROJECT SCIENTISTS WERE WORKING FRANTICALLY TO MAKE AN ATOM BOMB BEFORE THE GERMANS DID, ADMIRAL LEAKEY, THEN THE CHIEF OF STAFF, SAID, "THE BOMB WILL NEVER GO OFF, AND I SPEAK AS AN EXPERT ON EXPLOSIVES."

EARLY IN THE DEVELOPMENT OF THE XEROX PROCESS, A HIGH-POWERED RESEARCH CORPORATION CONCLUDED THAT ELECTROSTATIC PRINTING WAS A CLUMSY SUBSTITUTE FOR CARBON PAPER AND COULD NEVER BE SOLD IN VOLUME.

A FEW YEARS LATER THE XEROX 914 COPIER HAD BECOME THE MOST SUCCESSFUL SINGLE PRODUCT IN HISTORY.

NOT TOO LONG AGO, ONE OF THE DEVELOPERS OF COMPUTERS SAID PROBABLY ONLY ABOUT A DOZEN BIG COMPANIES WOULD EVER BE ABLE TO PUT COMPUTERS TO USE.

BUT, IN SPITE OF THE HAZARDS, PEOPLE GO ON MAKING PREDICTIONS AND SPECULATING ABOUT THE FUTURE SO I'M GOING TO RISK SOUNDING FOOLISH AND FOLLOW SUIT.

THE NEGATIVE CORRELATION BETWEEN SCHOOL ENROLLMENTS AND PROBABLE JOB OPPORTUNITIES HAS BECOME A FAMILIAR SUBJECT IN THE POPULAR PRESS.

PROVIDING EFFECTIVE LINKAGES BETWEEN EDUCATION AND WORK HAS BECOME A NATIONAL CONCERN--AND ONE OF THE VERY GRAVEST IMPORTANCE.

IT IS AMONG THE MOST IMPORTANT ISSUES ON THE NATIONAL AGENDA TODAY.

SINCE THE PASSAGE OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AND 1976, VOCATIONAL EDUCATION EXPENDITURES AND ENROLLMENTS HAVE SOARED.

MORE THAN A THIRD OF THE NATION'S HIGH SCHOOL STUDENTS NOW TAKE VOCATIONAL SUBJECTS AND MORE THAN HALF THE NATION'S COMMUNITY COLLEGE-ENROLLED STUDENTS ARE IN OCCUPATIONAL PROGRAMS.

TOTAL ENROLLMENTS HAVE MORE THAN DOUBLED SINCE 1968--FROM 7.3 MILLION TO OVER 15 MILLION.

FEDERAL EXPENDITURES UNDER THE VOCATIONAL EDUCATION ACT HAVE INCREASED FROM $262 MILLION IN 1968 TO THE $674 MILLION FORWARD FUNDED FOR 1980.

BY 1976, THE MOST RECENT FIGURES WE HAVE, STATE AND LOCAL DOLLARS WERE MATCHING FEDERAL DOLLARS NEARLY TEN TO ONE FOR A TOTAL FEDERAL/STATE/LOCAL EXPENDITURE OF 5.1 BILLION DOLLARS A YEAR.

OBVIOUSLY, WITH SJCH A SMALL COMMITMENT FROM THE FEDERAL GOVERNMENT, VOCATIONAL EDUCATION IS REALLY A STATE & LOCAL PROGRAM.

ALTHOUGH THE FEDERAL COMMITMENT MIGHT BE SOMEWHAT LARGER IF WE INCLUDED THE POST-SECONDARY SECTOR OF VOCATIONAL EDUCATION.

THIS GROWTH HAS BEEN GROWTH LARGELY WITHOUT DESIGN--GROWTH OUTSIDE ANY FRAMEWORK OF POLICY.

THE GROWTH OF VOCATIONAL EDUCATION HAS BEEN GUIDED BY VERY GENERAL IMPERATIVES--TO PROVIDE MORE WORK-RELEVANT EDUCATION TO MORE STUDENTS.

AS A RESULT, WHILE THE NATION HAS NOW A VAST AND GROWING COMPLEX OF PROGRAMS IN VOCATIONAL EDUCATION, THERE IS NO NATIONAL POLICY FOR VOCATIONAL EDUCATION.

VOCATIONAL EDUCATION HAS CLEARLY OUTGROWN ITS ORIGINAL RATIONALE.

THIS IS NOT TO SAY THAT VOCATIONAL EDUCATION HAS NOT CHANGED.

IT HAS CHANGED RADICALLY IN THE LAST TWENTY YEARS.

VOCATIONAL CURRICULA HAVE CHANGED.

CURRICULA TOO NARROW IN SCOPE AND TOO SPECIFIC IN FUNCTION HAVE BEEN REPLACED BY BROADER, MORE CATEGORICAL AND HENCE MORE ADAPTABLE PROGRAMS.

VOCATIONAL EDUCATION HAS REACHED FAR BEYOND ITS ORIGINAL SECONDARY SCHOOL CONSTITUENCY.

BUT ALL THESE CHANGES HAVE TAKEN PLACE AS A RANDOM RESPONSE TO CIRCUMSTANCES--NOT AS THE ORDERLY IMPLEMENTATION OF A COMPREHENSIVE NATIONAL POLICY FOR VOCATIONAL EDUCATION.

THE CONSEQUENCES OF THE LACK OF A NATIONAL POLICY FOR VOCATIONAL EDUCATION ARE BECOMING MORE AND MORE SEVERE.

IT HAS MEANT THE SCOPE OF THE RESPONSIBILITIES OF THE VOCATIONAL EDUCATIONAL ESTABLISHMENT HAVE NEVER BEEN CLEARLY DEFINED.

FEDERAL MANPOWER PROGRAMS CAN BE CONCEIVED AND ACTIVATED AS IF THE NATION HAD NO VOCATIONAL TRAINING AND RE-TRAINING CAPABILITY ALREADY IN PLACE.

WE TURN AWAY IN NEW YORK CITY ALONE OVER 10,000 APPLICATIONS FOR VOCATIONAL EDUCATION WHILE 45% OF HIGH SCHOOL STUDENT DROP-OUT -- AND THEN BECOME CETA CLIENTS.

IT HAS MEANT THAT THE EXPANDING ROLE OF VOCATIONAL EDUCATION IN THE NATION'S COMMUNITY COLLEGES HAS BEEN MORE A PRODUCT OF CHANCE THAN DESIGN.

IT HAS MEANT THAT VOCATIONAL EDUCATION CAN MEAN ONE THING AT ONE INSTITUTION AND SOMETHING QUITE DIFFERENT AT ANOTHER.

THUS VOCATIONAL EDUCATION CANNOT BE PUBLICLY PERCEIVED AS ANYTHING MORE PRECISE AND SYSTEMATIC THAN AN EMPHASIS ON TEACHING MARKETABLE SKILLS -- SKILLS FOR KNOWN JOB OPPORTUNITIES.

IT HAS MEANT THAT THE USEFUL INTRODUCTION OF THE CONCEPT OF CAREER EDUCATION CAUSED ANXIETY AND CONFUSION BECAUSE VOCATIONAL EDUATION HAD NEVER BEEN DEFINED WITH SUFFICIENT PRECISION.

IT HAS MEANT THAT VOCATIONAL EDUCATION IS ILL-PREPARED TO DEAL EFFECTIVELY WITH THE SWEEPING CHANGES IN THE NATIONAL SETTING.

FOR EXAMPLE, THE DROP IN THE SIZE OF THE 17-23 YEAR OLD STUDENT POPULATION, VOCATIONAL EDUCATION'S PRINCIPAL CONSTITUENCY, MAY SOON EXCEED 30% IN SOME STATES.

WOMEN, WHO MAY SOON CONSTITUTE MORE THAN HALF THE WORK FORCE, ARE DEMANDING PREPARATION FOR A RADICALLY ENLARGED RANGE OF ROLES IN THE WORLD OF WORK.

FOR THESE REASONS, IT IS IMPERATIVE THAT WE BEGIN NOW TO DEVELOP A NATIONAL POLICY FOR VOCATIONAL EDUCATION.

WE NEED TO ACKNOWLEDGE THAT OUR PRESENT VOCATIONAL EDUCATIONAL EFFORT IS WORKING AT A FRACTION OF ITS POTENTIAL CAPACITY.

IT IS NOT PRODUCING A RESULT THAT RESPONDS FULLY EITHER TO THE DESIRES OF THE PEOPLE OR THE NEEDS OF THE NATION.

WE NEED TO ACKNOWLEDGE THAT THERE IS NOW NO NATIONAL POLICY FOR VOCATIONAL EDUCATION.

WHAT PASSES FOR POLICY IS A PIECEMEAL ACCUMULATION OF PROGRAMS OVERLAID ON A DISCREDITED PATTERN OF EDUCATION.

WE HAVE NO CLEARLY ARTICULATED NATIONAL GOALS FOR VOCATIONAL EDUCATION.

WE HAVE NO SYSTEM OF VOCATIONAL EDUCATION.

WE HAVE INSTEAD A NON-SYSTEM WHICH, WHILE IT SERVES MILLIONS INEVITABLY NEGLECTS AND MISUNDERSTANDS MILLIONS MORE.

AS A RESULT, THERE IS DANGER OF A MASSIVE PUBLIC DISSAFFECTION WITH EDUCATION.

MORE AND MORE YOUNG PEOPLE ARE FAILING TO FIND JOBS.

MORE AND MORE YOUNG PEOPLE MUST PAINFULLY ADAPT A MISFOCUSED EDUCATIONAL BACKGROUND TO THE SEPARATE REALITY OF REAL LIFE.

OBVIOUSLY, VOCATIONAL EDUCATION HAS MADE AND CONTINUES TO MAKE ENORMOUS IMPACT IN PROVIDING JOB SKILLS.

WHAT IT HAS DONE IT HAS DONE WELL.

BUT IT CLEARLY ISN'T ENOUGH.

WE HAVE HELD FAST TO OUR ORIGINAL PREMISE--THAT THE TASK OF VOCATIONAL EDUCATORS HAS BEEN TO PREPARE PEOPLE--PARTICULARLY YOUNG PEOPLE--ACCURATELY FOR KNOWN EMPLOYMENT OPPORTUNITIES.

BUT WE CANNOT WORK IN A VACUUM.

WE CANNOT PREPARE PEOPLE FOR JOBS THAT DON'T EXIST.

YET THE LAST TIME THE TEENAGE UNEMPLOYMENT RATE WAS LESS THAN 10% WAS MORE THAN 20 YEARS AGO.

INCREASINGLY OUR YOUNG PEOPLE'S FIRST SERIOUS EXPOSURE TO THE REAL WEATHER OF FREE SOCIETY IS A FAILURE TO FIND A JOB THEY FEEL IS SUITABLE.

THIS IS SERIOUS IN ITSELF.

BUT THE SECONDARY CONSEQUENCES ARE HAIR-RAISING.

IN A RECENT SURVEY, ONLY 14% OF AMERICAN YOUNG PEOPLE SAID THEY WERE PART OF THE FREE ENTERPRISE SYSTEM.

A SOCIETY WITH THAT DEGREE OF ALIENATION IS A DANGEROUSLY UNSTABLE SOCIETY.

ELSEWHERE IN THE WORLD, NATION'S ARE EXPERIENCING THE TERRIBLE RESULTS OF THIS KIND OF ALIENATION WHEN IT REACHES A CERTAIN CRITICAL MASS AND INTENSITY.

CONSIDER TERROR-TORN ITALY.

IT SEEMS TO ME THAT MUCH OF ITALY'S TORMENT MAY BE THE INEVITABLE RESULT OF A MASSIVE FAILURE TO RELATE THE WORLD OF EDUCATION TO THE WORLD OF WORK.

ITALIAN SCHOOLS, IF WE ARE TO BELIEVE THE PRESS REPORTS, HAVE BECOME ALMOST TOTALLY INEFFECTIVE.

IN THE HIGH SCHOOLS, THE DOMINANT ISSUE IS SOMETHING CALLED THE "POLITICAL 6."

STUDENTS DEMAND THAT TEACHERS GIVE ALL STUDENTS THE SAME MINIMUM PASSING GRADE--6 ON A SCALE OF 10.

THE UNIVERSITIES HAVE DROPPED THE PRETENSE OF EDUCATION.

SINCE THE REVOLT OF 1968, UNIVERSITIES HAVE BEEN FORCED TO ABANDON ALL STANDARDS OF ADMISSION OR PERFORMANCE.

IN PRACTICE, THIS MEANS ANYONE CAN ENROLL IN ANY INSTITUTION SELECT ANY SPECIALTY AND THEN CLAIM TO BE QUALIFIED FOR ANY PROFESSION.

THEY ARE EDUCATED SIMPLY BY SELF-DESIGNATION.

BUT, OF COURSE, THERE ARE NO JOBS.

THERE ARE A MILLION UNEMPLOYED YOUNG PEOPLE.

I UNDERSTAND FOR EXAMPLE THAT SOME 23,000 SELF-DESIGNATED ARCHITECTS ARE LOOKING FOR NON-EXISTENT JOBS--FOR WHICH, INCIDENTLY, THEY ARE NOT QUALIFIED.

THE MAD HATTER'S TEA PARTY IS SUDDENLY A TERRIFYING REALITY.

AND YOU MAY BE SURE THAT SOME FRACTION OF THOSE YOUNG PEOPLE ARE MEMBERS OF THE RED BRIGADES WHO HAVE SOMETIMES SINGLED OUT PERSONNEL OFFICERS AS VICTIMS OF THEIR MAIMING ATTACKS.

YOU CAN TAKE IT AS A GIVEN THAT WHEN LARGE NUMBERS OF PEOPLE BELIEVE THE FORCES THAT VITALLY AFFECT THEIR LIVES HAVE MOVED OUTSIDE THEIR CONTROL, A DERANGED MINORITY WILL TWIST THAT CIRCUMSTANCE INTO AN EXCUSE FOR TERRORISM.

OR TAKE INDIA, THE NEW YORK TIMES CARRIED A HEART-RENDING FEATURE ABOUT INDIA'S EDUCATED UNEMPLOYED.

THERE ARE 700,000 JOBLESS COLLEGE GRADUATES IN INDIA AND THE NUMBER IS INCREASING BY 150,000 A YEAR.

THERE ARE EFFORTS TO SLOW DOWN COLLEGE ENROLLMENTS, BUT NO ONE HAS ANY HOPE THEY WILL BE SUCCESSFUL.

AN INDIAN OFFICIAL SAYS, "WHAT'S THE POINT OF EDUCATING THESE PEOPLE SO MUCH AND THEN TURNING THEM OUT ON THE STREET.

IT'S WORSE THAN USELESS; IT'S DANGEROUS."

THESE MULTITUDES HAVE CAREFULLY PREPARED THEMSELVES FOR WORK THAT ISN'T THERE AND NEVER WAS AND NEVER WILL BE.

NOW THAT THESE ARE "EDUCATED", THE EDUCATED UNEMPLOYED CONSIDER MANUAL WORK BENEATH THEM.

THEY HAVE FOUGHT THEIR WAY EXPECTANTLY INTO A KIND OF LIMBO.

SO THEY SIT TOGETHER OVER EMPTY COFFEE CUPS AND WAIT.

THE TWO EXAMPLES OF ITALY AND INDIA TELL THE SAME STORY--OUTRAGEOUSLY ESCALATED EXPECTATIONS OF WHAT EDUCATION CAN PROVIDE AND A TOTAL BREAKDOWN OF THEIR REALIZATION.

THERE ARE OTHER EXAMPLES:

"IN SOME DEVELOPING COUNTRIES THE HIGH NUMBER OF UNIVERSITY GRADUATES UNABLE OR UNWILLING TO TAKE AVAILABLE JOBS IS A MAJOR HEADACHE."

AND OF COURSE THE EVEN HIGHER NUMBER OF UNEMPLOYED HIGH SCHOOL GRADUATES IN THE DEVELOPED WORLD HAS ALREADY REACHED ALARMING PROPORTIONS.

SO VOCATIONAL EDUCATORS MUST BE CONCERNED WITH THE ADEQUACY OF EMPLOYMENT OPPORTUNITIES.

THERE IS GATHERING EVIDENCE THAT THE AMERICAN ECONOMY MAY BE LOSING ITS LEGENDARY ABILITY TO PROVIDE EMPLOYMENT OPPORTUNITIES.

WE HAVE SEEN CHRONICALLY HIGH LEVELS OF UNEMPLOYMENT PERSISTING EVEN IN PERIODS OF ECONOMIC EXPANSION--AND NOW THAT THE ECONOMY IS RECEDING THE PROBLEM BECOMES A POWDER KEG.

YET IT IS CLEARLY BEYOND THE REACH OF PRESENT PUBLIC POLICY.

EDUCATION CANNOT CREATE EMPLOYMENT--NOR CAN A MANPOWER POLICY BUILT ON TRAINING OR ON PUBLIC SERVICE JOB CREATION.

BECAUSE PUBLIC SERVICE JOBS ARE NOT SELF-FINANCING, THEY CAN ONLY BE CONSIDERED A HIGH COST PALLIATIVE UNTIL A SOLUTION CAN BE FOUND.

CLEARLY WE NEED TO FIND SOME NEW DIRECTIONS.

THERE IS NO SHORTAGE OF WORK.

GOD KNOWS THERE IS PLENTY OF WORK TO DO.

THERE ARE PLENTY OF PEOPLE WHO WANT BETTER HOUSES, BETTER CLOTHES; THERE ARE PLENTY OF PEOPLE WHO WANT TO GET ON WITH THE REBUILDING OF OUR DECAYING URBAN CENTERS.

PLENTY OF MATURE AND DISCRIMINATING CONSUMERS WANT BETTER PRODUCTS OF BETTER QUALITY WHICH MEET HIGHER AESTHETIC STANDARDS.

WE NEED NEW SOURCES OF ENERGY.

WE NEED TO CONQUER UNCONQUERED DISEASES.

THERE IS PLENTY OF WORK TO DO IN PUTTING OUR SOCIETY ON A RECYCLING BASIS.

THERE IS PLENTY OF WORK--BUT A PERSISTENT SHORTAGE OF JOBS.

CLEARLY THEN, THERE IS GROWING FRICTION AT THE POINT WHERE WORK TRANSLATES INTO JOBS.

IT IS TIME FOR POLICYMAKERS TO CONSIDER THE ADVANTAGES OF PREPARING PEOPLE NOT FOR JOBS WHICH WILL ALWAYS BE SCARCE, BUT FOR WORK WHICH WILL ALWAYS BE ABUNDANT.

THE VOCATIONAL SYSTEM HAS PAID FAR TOO LITTLE ATTENTION TO PEOPLE WHO DISCOVER WORK ON THEIR OWN, WHO CREATE THEIR OWN EMPLOYMENT.

INCLUDING THE YOUNG PEOPLE AT QUINCY MART, THE CRAFT FAIRS, FLEA MARKETS AND ARTISANS OF ALL KINDS.

THE PEOPLE WE CALL "SELF-EMPLOYED."

THESE ENTREPRENEURS ARE ABSOLUTELY ESSENTIAL TO ECONOMIC VITALITY.

WHAT WE CALL ECONOMIC GROWTH IS AT BOTTOM A PROCESS OF CONTINUOUS ECONOMIC RENEWAL THROUGH GHANGE.

SMALL BUSINESSES ARE THE PRINCIPAL PIONEERS OF CHANGE.

BIG BUSINESSES ARE NOT THE SOURCE OF ECONOMIC GROWTH; THEY ARE ONE OF THE RESULTS OF GROWTH.

NOT LONG AGO, THE M.I.T. DEVELOPMENT FOUNDATION COMPARED JOB FORMATION IN 16 COMPANIES.

SIX OF THE COMPANIES WERE SEASONED GIANTS WITH SALES IN THE BILLIONS: FIVE WERE LARGER COMPANIES WITH A HISTORY OF INNOVATION; FIVE WERE SMALLER NEW COMPANIES BUILT ON NEW TECHNOLOGIES.

THE PERIOD UNDER STUDY WAS 1969 - 1974.

THE SALES OF THE SIX LARGEST COMPANIES SUCH AS BETHLEHEM STEEL AND GENERAL ELECTRIC GREW 11.4% A YEAR, BUT THEIR EMPLOYMENT ROLLS INCREASED AT THE RATE OF ONLY 6/10 OF 1% A YEAR.

THEY CREATED ONLY 25,000 NEW JOBS.

THE SALES OF THE FIVE LARGE INNOVATIVE COMPANIES SUCH AS 3M AND XEROX INCREASED 13.2% A YEAR, AND THEIR EMPLOYMENT ROLLS INCREASED AT THE RATE OF 4.3% A YEAR.

THESE FIVE COMPANIES CREATED 106,000 NEW JOBS.

THE SALES OF THE FIVE SMALL HIGH-TECHNOLOGY COMPANIES SUCH AS DATA GENERAL AND COMPUTER GRAPHICS INCREASED 42½% A YEAR,

AND THEIR EMPLOYMENT ROLLS INCREASED AT THE RATE 41% A YEAR.

EVEN THOUGH THEIR TOTAL SALES WERE LESS THAN A THIRTIETH OF THOSE IN THE LARGEST GROUP, THESE FIVE SMALL COMPANIES CREATED 35,000 NEW JOBS IN FIVE YEARS--10,000 MORE THAN THE SIX GIANTS.

NATIONALLY, M.I.T. ESTIMATES THAT BETWEEN 1969 AND 1976, 88% OF OUR NEW JOBS WERE PROVIDED BY SMALL BUSINESSES, 66% BY FIRMS EMPLOYING FEWER THAN 20 PEOPLE.

AND 80% OF THESE JOBS WERE IN BUSINESSES LESS THAN FIVE YEARS OLD.

THE NATIONAL SCIENCE FOUNDATION FOUND OUT THAT SMALL FIRMS PRODUCE FOUR TIMES AS MANY NEW IDEAS PER RESEARCH DOLLAR AS MEDIUM-SIZED FIRMS AND TWENTY-FOUR TIMES AS MANY AS BIG FIRMS.

THE ALARMING FACT IS THE RATE OF FORMATION OF SMALLER COMPANIES WHICH OFTEN CREATE MORE WORK HAS PLUMMETED IN THE LAST FEW YEARS.

IN 1968, 300 HIGH TECHNOLOGY SMALL COMPANIES WERE CREATED, IN 1977 NONE.

AS RECENTLY AS LAST YEAR, THE BIRTH RATE OF SUCH COMPANIES WAS PRACTICALLY 0%.

LAST YEAR'S LIBERALIZATION OF THE TAX TREATMENT OF CAPITAL GAINS HAS LED TO SOME IMPROVEMENT IN THE BUSINESS BIRTH RATE.

BUT IT IS STILL A MAJOR PROBLEM.

THIS IS ONE OF THE REASONS I HAVE PAUSED IN MY CONCERN ABOUT NATIONAL POLICIES OF MANPOWER, VOCATIONAL EDUCATION, AND FULL EMPLOYMENT.

I WONDER NOW IF THE ISSUE IS NOT REALLY ONE OF A NATIONAL CAPITAL INCENTIVE PROGRAM TOWARD ENTREPRENEURIAL DEVELOPMENT.

THIS, I BELIEVE, IS THE FLAVOR OF THE FUTURE.

IT IS WHAT MUST DEFINE A NEW APPROACH TO LINKING EDUCATION AND WORK.

WE MUST WORK TOWARD A NEW DEEPER LEVEL OF COMPATIBILITY BETWEEN WORK AND LEARNING.

I BELIEVE WE SHOULD RE-EXAMINE THE CONNECTION BETWEEN EDUCATION AND ENTREPRENEURSHIP.

SOCIETY IS BEGINNING TO DEVELOP A LIVELIER APPRECIATION OF THE INDISPENSABLE CONTRIBUTION ENTREPRENEURS MAKE TO THE HEALTH OF THE ECONOMY.

AN ECONOMY MUST MAINTAIN ITS VITALITY THROUGH CHANGE.

IN THE SAME WAY THAT THE HUMAN BODY RENEWS ITSELF COMPLETELY EVERY SEVEN YEARS, REPLACING LITERALLY EVERY CELL, THE ECONOMY MUST RENEW ITSELF CONTINUOUSLY THROUGH CHANGE.

AND SMALL BUSINESSES ARE THE PIONEERS OF CHANGE.

LARGE BUSINESSES TEND TO PERFECT AND REFINE EXISTING METHODOLOGIES.

THE REALLY BIG CHANGES ARE USUALLY INTRODUCED BY UPSTART OUTSIDERS.

FORD, XEROX AND IBM DID NOT APPEAR ON THE ECONOMIC SCENE FULLGROWN.

THEY BEGAN AS SMALL COMPANIES.

YET WE KNOW SURPRISINGLY LITTLE ABOUT WHERE ENTREPRENEURS COME FROM, WHAT THEY ARE LIKE, AND HOW EDUCATION MIGHT BETTER NOURISH AND INSTRUCT THE ENTREPRENEURIAL IMPULSE

STUDIES SUGGEST THAT ENTREPRENEURS ARE OFTEN POOR PERFORMERS IN SCHOOL.

OFTEN, THEY ARE DROP-OUTS.

THIS CLEARLY COULD MEAN THAT CONVENTIONAL EDUCATIONAL PROGRAMS ARE NEGLECTING THE NURTURE OF THE IMAGINATION.

I THINK THE PROBLEM WANTS FIRST SOME STUDY AND THEN SOME CAREFUL EXPERIMENTATION WITH MODIFIED EDUCATIONAL APPROACHES.

THERE IS A PARALLEL NEED TO CREATE MORE ENTREPRENEURIAL WORK OPPORTUNITY INSIDE EXISTING ORGANIZATIONS.

MANAGEMENT ONCE SAW ITS TASK AS DIRECTING THE ACTIVITIES OF LARGE NUMBERS OF JOBHOLDERS.

THE ROLE OF EDUCATION TO SOME EXTENT DERIVED FROM THAT CONCEPT--EDUCATORS TRAINED PEOPLE TO HOLD JOBS.

NOW WE ARE BEGINNING TO SEE SOME CORPORATIONS MOVE TO RE-SHAPE THEMSELVES INTO ENTREPRENEURIAL CONCLAVES IN WHICH EMPLOYEES ARE MORE AND MORE SELF-DIRECTING.

THE PROBLEM OF MANAGEMENT IS PERCEIVED LESS AS GETTING PEOPLE TO DO WHAT THEY ARE TOLD TO DO, BUT TO INSPIRE THEM TO DO WHAT THEY CANNNOT BE TOLD TO DO--TO UNDERTAKE IMAGINATIVE NEW WORK INSTEAD OF MERELY PERFORMING CLOSELY-SUPERVISED JOBS.

EDUCATION HAS NEGLECTED A RESPONSIBILITY TO HELP PREPARE PEOPLE FOR ENTREPRENEURIAL EMPLOYMENT--EITHER ON THEIR OWN OR INSIDE LARGER ORGANIZATIONS.

CLEARLY VOCATIONAL EDUCATORS ARE GOING TO HAVE TO GEAR WHAT WE DO TO THE DEVELOPING OF NEW RELATIONSHIPS IN THE WORKPLACE--FIND WAYS TO NOURISH THE IMAGINATION, AUTONOMY, RESOURCEFULNESS, THE CAPACITY FOR SELF-SUPERVISION.

FOR YEARS, THE MARXIST CRITICS OF VOCATIONAL EDUCATION HAVE ACCUSED US OF CONSPIRING WITH INDUSTRY TO "TAME" THEIR WORK FORCE--TO PRODUCE PEOPLE WHO WOULD COME TO WORK ON TIME, DO WHAT THEY WERE TOLD, KEEP THEIR MOUTHS SHUT AND RESPECT AUTHORITY.

WE WERE SUPPOSED TO CONDITION PEOPLE TO REGIMENTATION.

WHETHER OR NOT WE WERE GUILTY, PERHAPS WE SHOULD NOW CONSPIRE WITH INDUSTRY TO SEE HOW WE COULD CHANGE WHAT WE DO TO PRODUCE THE MORE ENTREPRENEURIAL WORKERS THEY WILL NEED, MORE AND MORE, IN THE FUTURE.

THE TIME HAS COME TO FOCUS NATIONAL ATTENTION ON EDUCATION FOR SELF-EMPLOYMENT AND TO RE-STUDY EDUCATION AND MANPOWER PROGRAMS IN THE LIGHT OF ITS DECISIVE IMPORTANCE.

WE NEED TO REDUCE TO ACTIONABLE SPECIFICS THE VISION OF OF A SOCIETY IN WHICH THE WORK THAT NEEDS TO BE DONE IS MORE AUTOMATICALLY AND EFFICIENTLY TRANSLATED INTO EMPLOYMENT OPPORTUNITIES.

MORE SPECIFICALLY:

. WE SHOULD IMMEDIATELY RE-EXAMINE PUBLIC POLICY TO FIND OUT HOW GOVERNMENT AT ALL LEVELS MAY BE DISCOURAGING THE FORMATION OF SMALL BUSINESS, AND THEN PROPOSE REFORMS.

. WE SHOULD ENLARGE OUR CONCEPTION OF MANPOWER POLICY TO INCLUDE AND EMPHASIZE SUITABLE INCENTIVES FOR SELF-EMPLOYMENT.

. WE NEED TO ENCOURAGE BUSINESS TO ACCELERATE ITS SEARCH FOR WAYS TO RE-DEFINE EMPLOYMENT IN MORE ENTREPRENEURIAL TERMS.

. WE NEED TO KNOW HOW EDUCATIONAL PROGRAMS CAN BE MODIFIED TO PREPARE PEOPLE FOR ENTREPRENEURIALLY-DEFINED WORK.

BUT BEYOND THOSE IMMEDIATE NECESSITIES, I WANT TO SUGGEST SOME NEW HIGH GROUND TO WHICH VOCATIONAL EDUCATORS CAN AT LEAST BEGIN TO ASPIRE.

I WOULD LIKE TO SEE US ASSUME THE LEADERSHIP IN PROMOTING WHAT WE MIGHT RHETORICALLY CALL VOCATIONALLY OR PROFESSIONALLY IRRELEVANT EDUCATION.

I BELIEVE VOCATIONAL EDUCATORS SHOULD MAKE A RENEWED COMMITMENT TO THE LIBERAL ARTS.

I BELIEVE AMERICA'S VOCATIONAL EDUCATORS MIGHT IN TIME HELP WRITE EDUCATIONAL HISTORY IN THE REHABILITATION OF THE LIBERAL ARTS AND THE FINE ARTS IN THE PUBLIC CONSCIOUSNESS.

AND I BELIEVE WE MAY BE IN A BETTER POSITION TO ACCOMPLISH THAT REHABILITATION THAN EXPLICITY LIBERAL EDUCATORS.

THIS OBVIOUSLY REQUIRES SOME ELABORATION.

LET ME FIRST REVIEW SOME DEFINITIONS

WE'VE COME TO DISTINGUISH BETWEEN THE PRACTICAL ARTS, THE LIBERAL ARTS, AND THE FINE ARTS.

THESE ARE THOUGHT OF AS SEPARATE AND INCOMPARABLE.

BUT ALL ARE LIBERATING IN DIFFERENT WAYS.

THE PRACTICAL ARTS LIBERATE PEOPLE FROM HELPLESS DEPENDENCE--AND THIS HAS GIVEN OUR VOCATIONAL EDUCATIONAL MISSION A SPECIAL URGENCY.

THE LIBERAL ARTS ARE THE ARTS OF MEANING

THEY GIVE THE STUDENT A SENSE OF CONTEXT AND CONTINUITY.

THEY LIBERATE US FROM A SENSE OF ISOLATION AND FUTILITY.

THE FINE ARTS ARE THE ARTS OF TRANSCENDENCE.

THEY TEACH THAT MAN CAN CREATE MORE THAN HE CAN COMPREHEND.

THEY LIBERATE US FROM WHAT IS ONLY LITERAL.

THE AMERICAN EDUCATIONAL TRADITION HAS DEVELOPED IN A WAY THAT HAS MADE THESE THREE DISCIPLINES COMPETITIVE OR -- AT THE VERY LEAST -- THEIR RIGHT RELATIONSHIPS HAVE BECOME BADLY BLURRED.

WITHOUT ASSAULTING YOU WITH A LECTURE IN CULTURAL HISTORY, LET ME SUGGEST WHAT HAS HAPPENED WITH APOLOGIES FOR OVERSIMPLIFYING AND ENORMOUSLY COMPLEX SET OF INTERACTING HISTORICAL CIRCUMSTANCES.

HIGHER EDUCATION WAS, ORIGINALLY, FRANKLY ELITIST.

RIGHT UP UNTIL THE AMERICAN REVOLUTION, HARVARD STUDENTS WERE LISTED BY SOCIAL RANK.

IN THOSE DAYS, COMMON PEOPLE WERE FLATLY FORBIDDEN TO "WALK IN GREAT BOOTS" OR OTHERWISE IMITATE THE BEHAVIOR OF THEIR BETTERS.

IT WAS A RIGIDLY HIERARCHICAL SOCIETY.

COLLEGES EDUCATED A TINY ELITE DESTINED FOR THE MINISTRY OR THE PROFESSIONS OR FOR THE EASY RESPONSIBILITIES OF CLASS AND PRIVILEGE.

IT WAS, IN ITS ESSENTIALS, A LIBERAL EDUCATION.

ONE LEARNED SKILLS IN OTHER WAYS.

BUT AS THE DEMOCRATIC TRADITION BLOSSOMED IN THE UNITED STATES AS IT HAD BLOSSOMED NOWHERE ELSE IN THE WORLD BEFORE, MORE AND MORE PEOPLE ASPIRED TO MORE AND MORE EDUCATION.

AND THE MODEL, EVEN NOW, WAS THE KIND OF LIBERAL ARTS EDUCATION INTENDED FOR A TINY ELITE--MANY OF WHOM HAD NO NEED TO EARN A LIVING.

"DO YOU SMOKE?" THE GREAT LADY ASKS HER DAUGHTER'S SUITOR IN OSCAR WILDE'S PLAY.

"GOOD. I THINK EVERY YOUNG MAN SHOULD HAVE AN OCCUPATION OF SOME KIND."

BUT AS AMERICA DEMOCRATIZED, THE MARK OF NOBILITY BECAME A COLLEGE EDUCATION ORIGINALLY INTENDED FOR THE INDOLENT OR FOR THE PROFESSIONAL SCHOLAR.

IN 1900, 200,000 STUDENTS WENT TO COLLEGE.

LAST YEAR, 8,000,000.

BUT A VOCATIONALLY IMPRACTICAL CURRICULUM SIMPLY DID NOT SUIT THE REAL-WORLD IMPERATIVES OF THE NEW MASSES.

AND SO SOMEWHERE ALONG THE LINE--REGRETTABLY--LIBERAL EDUCATORS BEGAN TO MAKE AN UNEASY, TORMENTED CASE FOR THE RELEVANCE OF IRRELEVANT EDUCATION.

THE CONSEQUENCES HAVE BEEN DISASTEROUS--FOR THE GREAT LIBERAL TRADITON OF EDUCATION FOR MILLIONS OF STUDENTS WHO HAVE EITHER BEEN SOLD MIS-LABELED PRACTICAL EDUCATION OR SEDUCED INTO BELIEVING THAT LIBERAL EDUCATION HAS A VOCATIONAL RELEVANCE THAT IT SIMPLY DOES NOT, CANNOT, AND SHOULD NOT HAVE.

NOW AS A SECONDARY CONSEQUENCE, THE CULTURALLY INDISPENSABLE LIBERAL TRADITION IS BEING DISCREDITED BECAUSE IN PRACTICE IT FAILS TO DO WHAT IT NEVER SHOULD HAVE BEEN REPRESENTED AS DOING.

AND WE VOCATIONAL EDUCATORS ARE WITNESSING AN UNWELCOME REACTION AGAINST LIBERAL EDUCATION.

THE SITUATION HAS GROTESQUE CONSEQUENCES.

WE READ IN THE PAPERS THAT THOUSANDS OF YOUNG PEOPLE ARE "OVER-EDUCATED."

HOW CAN A CIVILIZED PERSON KNOW TOO MUCH?

HOW CAN THE COMMON MAN WHO STRUGGLED FOR CENTURIES FOR THE LEISURE THAT WOULD FREE HIM FROM HIS EXHAUSTING STRUGGLE FOR SURVIVAL FOR SOME CONTEMPLATION AND PERSONAL CIVILIZATION-- BE "OVER CIVILIZED?"

IT IS ABSURD.

A STUDENT CAN KNOW MORE THAN HE OR SHE NEEDS TO KNOW TO PROGRAM A COMPUTER OR SELL AN INSURANCE POLICY OR MANAGE A SUPERMARKET, BUT BE "OVER-EDUCATED?"

IT IS, TO ME, AS AN EDUCATOR, AN OBSCENITY.

I'VE BEEN READING A PUZZLING, PERPLEXING, HEART-RENDING BOOK CALLED "WHAT WENT WRONG?" BY AN ENGLISH CRAFTSMAN.

HE'S WRITING ABOUT BRITISH WORKING PEOPLE WHO HAVE ACHIEVED ALL THE MATERIAL AMBITIONS THEY SOUGHT TO ACHIEVE HALF A CENTURY AGO--AND WHO NOW HAVE NO SURE SENSE OF PURPOSE.

"IS THERE LIFE AFTER WORK?" IS THE QUESTION--OR ONLY AN EMPTINESS TO BE FILLED BY PASSIVE ENTERTAINMENT, RECREATIONAL CHEMICALS, AND BORED INDOLENCE.

CLEARLY, THE REHABILITATION OF THE LIBERAL ARTS, ADAPTED TO THE NEEDS OF A MASS ARISTROCRACY, HAS BECOME AN URGENT NECESSITY.

THE ANOMOLY IS THAT VOCATIONAL EDUCATORS ARE THE BEST ABLE TO MAKE THE CASE FOR THE LIBERAL ARTS.

WE DO NOT HAVE TO PRETEND THEY ARE VOCATIONALLY RELEVANT.

WE CAN SAY, BETTER THAN THE LIBERAL EDUCATORS, THAT THEY ARE VOCATIONALLY IRRELEVANT, BUT THAT THEY HAVE A DESPERATE IMPORTANCE OF THEIR OWN.

SO I WOULD LIKE TO SEE A SYSTEMATIC NATIONAL RE-EXAMINATION OF THE ROLE OF LIBERAL ARTS IN THE LIVES OF <u>WORKING PEOPLE,</u> WHICH MIGHT LEAD TO A NEW REALIZATION OF THE ABSOLUTE NECESSITY OF VOCATIONALLY-IRRELEVANT EDUCATION AND ITS PROPER PURSUIT.

JOHN BASKIN IN HIS SPLENDID BOOK, NEW BURLINGTON, WRITES " I THINK WE ARE ALL FACED WITH TWO PROBLEMS, AND THEY ARE BASIC AND COUNTERVAILING: HOW TO LIVE HONORABLY, AND HOW TO SUPPORT AN HONORABLE LIFE."

I FEEL IN MY BONES THAT IN THE POST-INDUSTRIAL SOCIETY THESE TWO BASICS MAY NOT BE COUNTERVAILING ANY MORE.

THANK YOU.

FEB 1 1980

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL [illegible] BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 16